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MY EDUCATIONAL CREED

To have and to keep a sane healthy soul in a sound healthy body; to think straight, to appreciate beauty in nature, in the fine arts, and in the deeds of men; to act nobly; to work skillfully with the hands as well as with the head; to realize that there is work to be done in the world; above all, to be consumed with a burning desire to do a full share of the world's work—these are the marks of a completely educated man or woman.

— Francis Marion Stalker

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MARCH COVER—The text of "My Educational Creed" by Francis Marion Stalker is taken from a plaque which is located at the northwest entrance to the Education-Social Studies Building on the Indiana State Teachers College campus. Also appearing on the plaque are the lines: "A beloved member of the faculty of Indiana State Teachers College from 1892 to 1929" and "Placed in Stalker Hall—October, 1940 by his students and his friends."



The *Teachers College Journal*

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Editorial -

There is No Substitute for A Good Teacher

There never was nor will there ever be. No labor saving device will ever by-pass the work of a good teacher. She need have nothing to fear from the advent of the machine age. Her still small voice always will rise above the thunders of the machines and the hum of the electronics. The best the radio and television can do will be to work for her. They can never supplant her, nor match their values against hers. The president of the college is no substitute for her, nor is the principal of the school. Her existence gives significance to the dean. Her failure is but the prelude to theirs since by any logic they exist in order that she may. All the gadgets that man has devised for the schoolroom will not redeem a poor teacher though they may help a good one. A veritable army of curriculum workers labor in vain unless good teachers find the fruits of their thought worthy enough to be carried to their children. A poor teacher fashions the curriculum into the rigidity of a catechism or else presents it in unrelated fragments. That tends to create in the school an unbearable tedium and a spiritual sterility. A good teacher conceives the curriculum to be the unified stuff of man's achievements and dreams; materials which invite children to an identity with the world and to a partnership in the affairs of humankind. A good teacher is the world's greatest democrat. In her room there is the world's finest demonstration of democracy in action, freedom and restraint in proper balance. There all of the children of all the people come together in the world's closest approach to an equality of opportunity. There, they have the right of participation, of expression, and of judgment. There they learn to yield to proper and desirable rule, which is one of democracy's essentials. There they learn how thrilling is learning. The book does not pretend to be a substitute for a good teacher. It is about people, but it is not people. She is flesh and mind and spirit. It is her mission to save the good that man has done and left in tradition or in print and to make the ways straight for its increase. She can do that better than any substitute yet conceived or conceivable. There is not now, nor will there be in the foreseeable future, any substitute for her.

ALFRED LELAND CRABB, Professor of Education Emeritus and Editor
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Are We Grateful for Our American Heritage?

RALPH N. TIREY

President Emeritus

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Terre Haute, Indiana

Editor's Note: Dr. Alfred Leland Crabb, the author who is the central focus of this article, wrote the editorial for this issue of the **Journal**. He is a long-time friend of Indiana State Teachers College and one of its most enthusiastic supporters.

No area of learning is more gripping and fascinating to a student or general reader than history. It is both a science and a humanity. It deals primarily with the life of people from the dim, distant past to the present—their efforts to survive, their occupations, their homes and living conditions, their general progress, their social and political hopes, and their religious beliefs and aspirations. When it is a record of facts pertaining to the lives of people in their geographical setting it is scientific history. The facts have been obtained through scientific research. When it deals with the hopes, loves, hatreds, ideals, loyalties, aspirations, culture, and conditions of people living together it is an art and belongs to the humanities.

The recital of facts—as important as they are—is not very appealing to most readers. If the facts are presented through a narrative, literary style of composition they become alive and exciting. This the historical novel does to the extent that the facts involved are historically authentic. Of course, all of us know that the historical novel makes no claim that its content is wholly authentic. However, at its best, it gives an illuminating insight into the life of the people of a certain area of a particular period of time. It combines historic research with the art of historic and literary composition and thereby produces pleasurable reading that aids greatly in an intelligent interpretation of historic events. By reading Scott's Waverly novels we get a deeper understanding of chivalry, and the underlying

currents of European historical events of the 16, 17 and 18th centuries. By reading Dickens we understand better than pure history can reveal, the misery of the poor, the selfishness, greed and hypocrisy of the upper social classes of England and the social injustices of organized society, particularly as it applies to the life of the poorer working classes. For an interpretation of the frivolities, vanities, and caprices of the social classes of Queen Anne's time, Thackeray's historical novels are unexcelled. His **Henry Esmond** is unsurpassed for portraying the other side of society—its ideals of honor, social etiquette, etc. One could go on indefinitely illustrating the light that is thrown upon history by the well written historical novel.

There appear to be many things in the world today foreshadowing evil and the decline of our most cherished intellectual, political, moral, and spiritual values. As Americans who believe that our democratic way of living is the last hope of the freedom-loving world, we should pause to re-examine and re-evaluate some of the current trends. We should turn the searchlight on the past to find out why seventeen of the twenty-two civilizations of the earth have decayed and perished and are no more. That is a necessity if the best in our American life is to endure. Our political, economic, family, and social life must be submitted to merciless scrutiny. This is a large assignment and requires a vast amount of effort. It is not the purpose of this brief discussion to consider all the facets of such a quest. Let us take a brief look at only one aspect of the problem.

It is quite obvious that a large percentage of our people today—both young and old—accept our many blessings and opportunities for living long,

successful, and happy lives as a matter of fact. Little appreciation for our rich heritage is manifest. The high price that our sturdy ancestors have paid in "blood, sweat, and tears" to give to us these matchless blessings is of little consequence to the average youth or adult. In short, the common attitude is—"our forerunners owe us all these good things"—"why should we be concerned with the hardships and struggles of these old fogies who are dead and out of date?"—"George Washington isn't what he was cracked up to be"—"Abraham Lincoln was uncouth and had only about a sixth grade education"—et cetera, et cetera. History has taught us that "pride goeth before a fall." But it has also taught us that ingratitude is the beginning of personal decay—that self-seeking and self-exaltation is the enemy of altruism and the basic cause of crime, immorality, and destructive warfare among men and nations. If we are to endure and to continue to enjoy "life, liberty, and the pursuit of happiness" a cure must be found for ingratitude. Since we know far too little about how to cultivate desirable appreciations and attitudes, I make no claim of having the answer. However, I am convinced that the thoughtful meditative reading of history and the best of our historical fiction is a mighty aid in developing a sense of gratitude for our American heritage.

This belief and conviction are a result of searching self-study and fifty-two years experience as a teacher and administrator of schools and colleges. Therefore, I make bold to offer two suggestions which give promise of aid to both the young and old in acquiring a moving sense of gratitude for the good things that we have inherited from the past and are enjoying today.

First, our schools need to give a hu-

man emphasis to history (in its broadest sense) throughout the grades and particularly in the secondary schools and higher education. In the grades the study of the lives of great men and women, and the reading of carefully selected children's history books of our land and other lands will make the child conscious of the humanity side of history. History stories of great deeds and events to supplement factual history study are valuable. In the secondary and higher levels of education the basic facts of American history and government and world history should be intensely studied and mastered. The basic struggles of man to build a better society and world in which there will be a maximum of justice, protection, high standard of living, and equality of human rights and opportunity, should be seen as a continuous effort. America and its relation to other nations should be set out in clear relief. The students must understand what we owe to the past as well as knowing the great problems of our own times. They must see the great movements in the march of human progress that have contributed most to the social, moral, economic, and political development of the people being studied. This statement is a very simple, and inadequate description of the content and aims of the history curriculum but is intended only as a needed emphasis to combat a present trend that gives cause for some alarm. It is also strongly indicated that the outside reading of students should include some of the best historic fiction to throw additional light and background on historical events and movements, and to increase interest in historical reading. Also, the high school and college curricula in English should include several of the best historical novels—both past and contemporary. I have heard it said that some students go through high school and college without the study or reading of a single historical novel. If this is true, it is a sad comment on some of our schools and colleges.

Second, for the adults I wish to suggest that some of us devote less of our time to television and movies, playing cards, and other similar activities and

more to the cultivation of a taste for some of the great books, which constitute a great part of our heritage. Some of the television and movie productions are of the highest order and are worthy of being seen more than once. Others are unfit to be seen at all and should be banished from public view. All of us need a balanced diet of good reading—the drama, poetry, short stories, science, history, religion—and literature in many other fields. It would be a great thing for America and for us as individuals if more of us spent more time in such reading and less time in certain publications and books as well as observing certain telecasts and movies that appeal strongly to the animal instincts of man. Good books not only deepen and broaden our general education but they provide a joy and satisfaction that lift us out of the work-a-day world into the magical realm of the arts. Their value to healthful living (of both body and mind) is hard to overestimate. "There is no frigate like a book." The reading and study of history and historic fiction alone may not produce a deep sense of gratitude for all the good things that are ours, but it will certainly provide the soil and climate to help the tree of gratitude to bloom and flower.

In this connection what shall we read? There are many excellent American authors (both past and contemporary) who have made great contributions to our storehouse of historic fiction. Belonging to an earlier period are James Fenimore Cooper, some of Hawthorne's novels, many colonial and later journals and diaries, Maurice Thompson and several others. There is an ever increasing number of first class contemporary American writers of historic fiction. Some of the best according to my evaluation are Carl VanDoren, F. VanWyck Mason, William Donohue Ellis, Margaret Cooper Gay, Sarah Eleanor Royce, Bess Streeter Aldrich, and Alfred Leland Crabb.

I wish to conclude this article by elaborating upon the works of the last named author above. Dr. Crabb grew up and received his early schooling in western Kentucky. He graduated from West-

ern State Teachers College, taught in the rural schools, towns, and cities of his native state and at Bowling Green Teachers College. Later Kentucky enriched Tennessee by passing him on to Nashville where he has had an eminent career as a teacher of teachers at George Peabody College. In addition to his work as an educator he has lectured on the campuses of scores of colleges and before learned educational and historical societies and audiences. Unwilling to confine his activities to such a schedule, he has edited the **Peabody Journal of Education**, studied and written about the beautiful homes of Tennessee, carried on extensive historical research relating to Kentucky and Tennessee, and most of the other states of the southland. As a healthy, mature scholar, teacher, and Christian gentleman, he has been motivated by a strong desire to help every worthy young man or woman who comes within the range of his influence to blossom into their greatest self-realization. Many of the greatest teachers in America today are great because they had a great teacher, a loyal friend—Alfred Leland Crabb. In his later years through his writing of historical fiction he has extended the range of his influence by sharing his rich experience and insights with every person desirous of using his leisure time for wholesome, entertaining recreation, and, at the same time, educational and cultural improvement.

In point of quantity of producing a high quality of historical writing, he has been exceeded (so far as I am aware) by only one other. Sir Walter Scott produced twenty-nine novels, seventeen of which are historical, within a period of eighteen years. Dr. Crabb has produced eleven such works in fifteen years, some of which for a time were in the best sellers class. His first was **Dinner at Belmont**, published in 1942, and his last, **Journey to Nashville**, in 1957. In between are **Supper at the Maxwell House**, **Breakfast at the Hermitage**, **Lodging at the Saint Cloud**, **Home to the Hermitage**, **A Mockingbird Sang at Chickamauga**, **Reunion at Chattanooga**, **Home to Tennessee**, **Home to Kentucky**, and **Peace at Bowling Green**.

All of the books are published by Bobbs, Merrill and Company. There is not time to refer to each one. However, a few words of critical comment by one who has read all of them may be pertinent.

They deal with Nashville and environs during the period of the war between the states and several well known historical characters such as Andrew Jackson, Mrs. James K. Polk, and leading generals of the confederate and union armies. **Home to Kentucky** centers around the life of Henry Clay. **Peace at Bowling Green** and **Journey to Nashville** portray in a vivid manner the unspeakable hardships endured by the Virginia and North Carolina pioneers who were seeking homes farther west where they could find a favorable environment for their homes, and for establishing new communities where they could live in peace and happiness. These two books date back to about 1800.

The books as a whole are characterized by a healthiness that is free from

the vulgar, morbid, and debasing. In spite of this he has demonstrated that an accurate, realistic portrayal of all kinds of people can be accomplished without grovelling in the filth and mire of human perverts. In this respect he is much like Sir Walter Scott. His caricature of the Driver, Bill Willie Blewitt, Uncle Trez Covington, the fiddlin' man Lieutenant Nichol and others is reminiscent of Dickens. His research into every detail of carrying on a great war is manifest in **Lodging at the Saint Cloud**, **A Mockingbird Sang at Chattanooga**, and others. Military intelligence is clearly revealed to the reader in the activities of Nichol, Crockett, and Goforth. Military strategy is glorified in the planning and movements of Bed Forrest and his calvary. The reader gets a clear and accurate understanding of Andrew Jackson and his adoration for Rachel as well as a living portrait of Henry Clay. The plots are well thought out and, in some of the novels, move rapidly forward. The books are charac-

terized by wholesome sentiment, romance, sparkling humor, and suspense. In **Journey to Nashville**, the reader is held in such suspense waiting for the boats carrying the settlers' wives, sweethearts, children, and older relatives, that he can not put the book down until he finds out whether they arrived safely. There are short interludes in the movement of events that are occupied by descriptive and interpretive paragraphs that reveal a literary style that marks the author as a writer of belles-lettres. The description of the dinners make hungry those who are troubled with a loss of appetite.

It is the hope of the writer that this imperfect and inadequate discussion will stimulate more of our American citizens to occupy some of their spare hours in the rare enjoyment of these historical stories. It is my deliberate judgment that the reading of such books will help to hold in check some of the dangerous trends that are evident in our country today.

Qualities of Experience for Prospective Teachers Provided in the Secondary Professional Quarter at Indiana State Teachers College

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Authors Note: The AACTE publication, **Qualities of Experience for Prospective Teachers**, is frankly an experimental analysis of a new idea for designing and evaluating educational programs. Whether this idea has merit remains to be seen. The following article is an attempt to apply the ideas presented in the publication to a specific program—that of Indiana State Teachers College.

For the past ten years most of the ferment in teacher education has grown out of the concern for direct experience for prospective teachers. This has been true in the creation of courses in human growth and development, in the revision of methods courses, as well as in the reconstruction of student teaching.

In 1948 when the American Association of Teachers Colleges published **School and Community Laboratory Experiences in Teacher Education**¹ the profession began to concern itself with the quality of experiences rather than with the quantity. This publication attempted to set up standards that would describe desirable programs for the preparation of teachers in terms of the quality of the experience instead of in mechanical terms of specific activities and time requirements. **Teacher Education for a**

Free People² lists five criteria for judging the quality of professional laboratory experiences: (1) It should be challenging. (2) It should provide for involvement. (3) It should provide for guidance and assistance. (4) It should provide for intellectualization. (5) It should be satisfying.

Recently a joint committee of the American Association of Colleges for Teacher Education and the Philosophy of Education Society published an analysis, **Qualities of Experience for Prospective**

¹John G. Flowers, **School and Community Laboratory Experiences in Teacher Education** (Oneonta, New York: American Association of Teachers Colleges, 1948).

²AACTE, **Teacher Education for a Free People** (Oneonta, New York: American Association of Colleges for Teacher Education, 1956), pp. 192-7.

Teachers,² to provide a framework for designing, planning, and evaluating various programs of teacher education. The publication is viewed as a point of departure for further analysis and study of the idea that qualities of experience might come to serve as a useful frame of reference in educational thinking. It is also an attempt to develop a vocabulary which will enable the profession to identify various qualities of experience and move toward a consensus regarding which qualities are most desirable. This article will attempt to define the qualities identified by the committee and to analyze the extent to which the secondary supervised teaching program at Indiana State Teachers College provides opportunities for students to experience them. In no sense is it implied that only in student teaching are these qualities present. They are equally valid as criteria for judging all the other aspects of education.

The Secondary Student-Teaching Program at Indiana State

In brief, the secondary student-teaching program consists of a professional quarter during which the student devotes his undivided attention to the job of becoming a responsible teacher.³ The professional quarter consists of three segments. The first three weeks are spent on campus preparing for full-time teaching in the public schools. The next eight weeks are spent in a carefully selected public school which might be any place in the State of Indiana. The final week the student returns to campus for an evaluation session. While he is on campus at the beginning and end of the quarter he divides his time

²AACTE, *Qualities of Experience for Prospective Teachers*, Experimental Edition (Oneonta, New York: American Association of Colleges for Teacher Education, 1957).

³For a detailed description of the program see Donald M. Sharpe, "The Indiana State Teachers College Plan of Full-Time Student Teaching on the Secondary Level," *The Teachers College Journal*, XXI, 116-117, 132-134, 1950.

Donald M. Sharpe, "The Rationale of the Full-Time Supervised Teaching Program on the Secondary Level After Three Years," *The Teachers College Journal*, XXIV, 19-21, 1952.

between a special methods course in his teaching field and a seminar in teaching. The methods course focuses on materials, techniques and principles peculiar to the student's field of teaching and is taught by a member of the subject-matter department. The seminar is handled by the staff of the Division of Teaching and is primarily concerned with orientation for the eight weeks' experience to follow and evaluation of that experience. The supervision of the students placed at some distance from the campus is handled by the members of the Division of Teaching. Students placed in the local community are supervised by the members of the departments who teach the special methods classes.

Qualities of Experience

For some time those who are responsible for preparation of teachers have been conscious of the fact that certain intangible qualities are as important, if not more important, as knowledge for success in teaching or for success in any field. It is these intangibles, whether conceived as traits of mind or of personality, that the advocates of Liberal Arts claim for their disciplines. It is the configuration of these qualities combined with adequate knowledge that makes the competent citizen, teacher or scientist. Intellectual vigor, discipline and scholarship are qualities of personality and not the results of the accumulation of information. For lack of a better term one could call these intangibles the quality of personality. Then the quality of personality is seen as the cumulative effect of the qualities of experience. If we are able to identify certain qualities as desirable and then further identify the kind of experiences that will develop these qualities we should be able to design a program of experiences that would produce the kinds of teachers needed.

The literature of student teaching is replete with references to high-quality experience. However, here we are concerned with identifying certain discrete qualities or, we might say, elements of factors that are or should be inherent in experience. It should be

recognized that experience is unitary, that it consists in knowing, doing and feeling. It should also be kept in mind that experience is not simply a physical activity but includes thinking, planning, doing and thinking about what was done. In the same way the six qualities to be identified cannot be equated with any single activity, course or program. However, it is helpful to identify them as unique qualities if we are to provide for future teachers learning opportunities which possess these qualities. The committee of educational philosophers and teachers of education identified the following six qualities: (1) the quality of sensitive contingency, (2) the quality of widening sociality, (3) the quality of pervasive satisfaction, (4) the quality of creative originality, (5) the quality of intelligent selectivity, and (6) the quality of integrative unity.

These qualities may serve as criteria in evaluating the program of professional laboratory experiences. An attempt will be made to describe conditions that permit these qualities to exist and to cite evidences from students' experiences. Since the idea of stating aims or purposes of education in terms of qualities of experience is new it will be necessary to describe and analyze them in some detail.⁴

While we are emphasizing the intangible effects, the effects upon personality and interpersonal relations, it should be recognized that the other outcomes of education—knowledge skills, appreciations, understandings—commonly referred to as subject matter, are also affected by these qualities of experience.

Problems of Terminology

In explaining and defining qualities of experience it is necessary to use technical terms just as it is in any other systematic and logical discourse. The term, qualities of experience, is not itself a technical term and is used as indicated above. The connotation of

⁴For a complete analysis see *Qualities of Experience for Prospective Teachers*, op. cit., pp. 9-115.

the terms used to describe six specific qualities should become clear in the context in which they are used.

While there is considerable doubt as to our ability to measure the qualities of experience an effort will be made here to form reliable judgments as to whether or not we are cultivating them in our teacher-education program.

The Quality of Sensitive Contingency

The quality of sensitive contingency is present when one is aware of the limitations imposed by the actual conditions over which he has little or no control and recognizes the factors that cause them. This does not mean that the learner accepts, or is happy with, conditions as he finds them. There are necessarily frustrations when one works with inferior equipment. The teacher who is faced with apathetic pupils may suffer. But it is not so bad when one knows the factors which determine those conditions and is on the alert for ways to change them. Many school systems still bear the scars of ill-planned curriculum programs devised by an inspired leader who was insensitive to the actual conditions which obtained in the school and community.

One could say the prayer adopted by Alcoholics Anonymous is an apt plea for this quality of personality: "God grant me the serenity to accept the things I can not change, the courage to change the things I can and the wisdom to know the difference."

Sensitive contingency should be developed through learning situations in which the student can:

- A. Analyze practical conditions.
- B. Consider authoritative standards.
- C. Propose pertinent alternatives.
- D. Make practical adjustments.⁶

In addition to being sensitive to contingencies which impinge on his life, the teacher has the duty to develop similar sensitivity in his students.

⁶Ibid, p. 29.

This quality is one that is all pervasive in our program. We have used the term, problem solving, to refer to it. The basic concept presented to student teachers by lecture at the first seminar meeting and printed in the handbook⁷ emphasizes that the professional quarter is basically a learning experience in which students will be faced with problems of many kinds which they will learn to solve. They will have as resources their professional understanding of psychology and education. They will also have the help of their departmental supervisors and their supervising teachers.

The point is constantly stressed that the opportunities, activities, and requirements of the professional quarter are vastly different from those of the usual college program and the students' job is to profit from the opportunity available—not to criticize, fix blame, or offer excuses.

There are a minimum of arbitrary requirements during the professional quarter. The seminar serves to clarify in the students' minds the goals and to suggest possible activities. We have deliberately avoided spelling out the requirements in regard to hours of teaching and observing, etc., except for bowing to the contingency of certification requirements for reporting hours spent.

We have found that some students do have difficulties adapting their goals and methods to the conditions they find. Some student teachers are confounded by the so-called apathy of their pupils. Others rebel at the limited equipment or facilities available. Some are exasperated by the limitations of time or of their own energy.

One of the chief functions of the visits of college supervisors is to help the student teacher come to understand these limiting contingencies and to dis-

⁷Donald M. Sharpe, *Handbook for Supervised Teaching in the Secondary School*, Revised, (Terre Haute, Indiana; Indiana State Teachers College, 1956) pp. 2-3.

cover alternative or practical adjustments. Conferences between students and cooperating teachers contribute greatly to this quality of experience.

One of the strong recommendations we make to student teachers is that they spend time visiting departments and activities of the school outside their area of specialization. We recommend that one hour a day be so spent. We believe that many school problems arise because of lack of understanding among the different faculty groups. The teacher is so busy with his job and his own problems that he does not have time to study the problems of his colleagues. We think the student teacher should take time to do this and that he will be a more effective member of a school faculty because of this experience.

Of course, the major activity of the eight weeks' full-time experience in a school is facing up to the facts and actuality. Learning that working with learners is a complex, multi-dimensional activity, learning what vast differences exist among children, learning that generalized principles apply only when certain conditions obtain, learning that certain techniques may be effective in one situation but not in another—these are typical of the many experiences that possess the quality of sensitive contingency.

During the final week of the professional quarter when students meet on the campus to evaluate their experience a major share of the time is spent discussing the problems they have met and the things they believe they have learned. The quality of sensitive contingency is much in evidence.

The Quality of Widening Sociality

Formal education as an established social institution has at one time or another emphasized literacy, salvation and citizenship in various combinations. Recently qualities of personality which could be called sociality have been emphasized—getting along with people, working with others, cooperation, et al.

The importance of these qualities is

illustrated by the reports of personnel workers who estimate that ninety percent of those who fail in industry or business do so because of their inability to work with others.

Recent studies of history, anthropology and psychology suggest that sociality is not only the basis of civilization but is actually what makes us human, as we understand the term human.

But sociality has no normative connotation. Getting along with people or cooperating may be good or bad depending upon the results of such activity. But widening sociality as a quality of experience refers to experiences which widen the areas of common interest and concerns of both individuals and groups. Aspects of widening sociality include empathy, social appreciation, sympathy, impartiality and sincerity. It leads to understanding and concern for others. It builds honesty, truthfulness, faithfulness to the facts with respect to others and to ones self.

To achieve the quality of widening sociality we attempt to provide situations where:

- A. Direct participation is extended.
- B. Indirect participation is emphasized.
- C. Established social standards are respected.
- D. Rights and responsibilities are recognized.
- E. Intellectual tolerance is evident.
- F. Sincerity prevails.⁸

Direct participation is one of the hallmarks of the professional quarter at Indiana State Teachers College. During the seminar students participate in the planning of activities. They work, study and report as groups. They begin to assume the role of a teacher. This is a relatively strange activity for a college class which may partially account for the criticism of the seminar expressed by students who tend to equate education with the accumulation of new facts and information.

The seminar does not limit itself to

direct experience but attempts to get students to study the experiences of others as reported in the literature of research. The library, through the teaching-materials section, makes an outstanding contribution in this area. The collection of instructional films also provides a breadth of vicarious experiences impossible to achieve in any other way.

During the full-time teaching period students have the unparalleled opportunity to participate in all the varied activities of the school, the classroom, the extra-curricular activities, the recreational life and the community functions of the school. They live the life of a teacher.

One of the several outcomes of the recent innovation which eliminates marks from student teaching is that students are encouraged to be frank and sincere in considering their strengths and weaknesses. The relationship between student teacher and supervisor, freed from the responsibility of judgment, can be one of mutual sincerity and intellectual analysis.

Students are reminded that while they are teaching they will be responsible to many different people—pupils, parents, supervising teacher, principal, college supervisor and, in a real sense, themselves. They will be faced with a multitude of alternative actions. This is a relatively new experience. When conflicts arise they are forced to make choices. In this process they have an opportunity to develop skill in human relations and insights into their own behavior, especially their emotions.

While widening sociality includes the recognition of authority and social standards, it also embraces a wider sense of responsibility to the community of man. Where these standards tend to restrict man's potential, man has a duty to modify them. Students are urged to participate in the democratic formation of policies whenever possible.

The Quality of Pervasive Satisfaction

Psychologists and educators have long

recognized the central role of interest, need or motivation—i.e. satisfaction—in learning. On the other hand psychologists have pointed out that true learning is often accompanied by disappointment or even frustration. Pervasive satisfaction may be considered the quality of experience wherein a person is able to understand and endure annoyance, suffering and even disappointment because of his insight into the more comprehensive satisfaction achieved. It consists in an understanding of the means-ends continuum of all human activity. The ability to clarify and modify goals and to understand one's own drives are important elements in pervasive satisfaction.

The quality of pervasive satisfaction is present in a situation in which individuals or groups are:

- A. Carrying on relevant activities.
- B. Doing more than is required.
- C. Resisting irrelevant disturbances.
- D. Persisting in the face of difficulties.⁹

Practically every follow-up study of teacher education shows that students rate their student-teaching experience as the most valuable part of their preparation. One reason for this is that they are doing things that make sense to them in terms of their vocational objectives.

Our full-time program gives students a wonderful opportunity to do more than is required. Since students are in the school the full day, free from other demands and relatively free from prescribed activity, they are able to capitalize on unique learning opportunities as they arise. During the past nine years of experience with the full-time student-teaching program we have been able to devise a graph which represents the variations of the student's morale. We explain this cycle to students as they leave the campus. Without going into detail in this report we point out that the first few days the student is in a school he becomes relatively "high". Everybody is exceptionally kind and helpful. He is a welcome relief to some students. He is an alert and eager learn-

⁸SAACTE, *Qualities of Experiences for Prospective Teacher*, op. cit., p. 51.

⁹Ibid., pp. 64-65.

er. Usually during the third or fourth week he sinks to a low when he is criticized for some action or is unsuccessful in a classroom activity. At this point some students need special help to keep them from withdrawing from school. During the next four or five weeks their spirits tend to rise as they develop new skills and as they come to establish new goals for themselves. We have found that students who are thus forewarned tend to avoid the peaks of the "manic" and the depths of the "depressive".

We find that satisfactions built upon understanding of one's own weaknesses as well as one's strengths are conducive to growth. We think our evaluative instruments contribute to pervasive satisfaction. Most important in this connection is sheer satisfaction of accomplishment. Students have the joy of doing something—not just talking about it. They have the sense of accomplishment and the courage that comes with having done the thing once. The skill of the supervising teacher plays an important role in defining or delimiting responsibilities wherein success is possible and in identifying goals that may be achieved.

The Quality of Creative Originality

The quality of creative originality does not refer to simple capricious self-expressions nor to the absence of self-suppression. Society progresses through the interaction of individuals and society. There is a mutual reconstruction of individuals with their impulses, desires and values and society with its standards, mores and rules. Just as each individual is unique, every situation in which he is involved is also unique. Perception of relationships transforms blind stumbling into intellectual discovery which for the individual is creative and original. If the society is one which encourages freedom of inquiry it will share in the creative originality.

Student teaching programs today are outstandingly creative when contrasted with those of the old normal schools. We no longer prescribe specific techniques nor do we require students to

mimic the ways of the demonstration teacher. At Indiana State Teachers College, as we stated above, the emphasis is upon a problem approach. But we do not believe in reliance upon the sudden inspiration of the moment. We urge careful planning which includes a study of the ways others have taught. One of our admonitions may sound a bit trite, but we believe it is valid: it is much easier to get an idea than to have one. One should know as much as possible about the problems other teachers have faced and the way they analyzed and solved them. But one should not slavishly copy the techniques of others. One who is equipped with a whole "bag of tools" is more likely to get the job done than one who comes empty handed. To carry this homely analogy a step further, the most ineffective workman is the cultist who has only one tool and insists on using it in every situation.

The guiding philosophy of our program is, we hope, one which:

- A. Stimulates spontaneity.
- B. Utilizes original responses.
- C. Rewards intellectual contributions.
- D. Respects the creative process.¹⁰

We attempt to provide a permissive atmosphere at all times. One of the chief functions of the seminar is that of establishing the kind of relationship between student and professor that will permit them to discuss problems, successes and failures on a creative, impersonal basis when they confer later in the schools.

The quality of human relations which obtain among the members of the college staff and between them and the personnel of the public schools encourages creativity. Our students share in shaping our program through regularly organized, anonymous evaluations of the professional quarter.

When the student is completely immersed in the total school program he is confronted with a multitude of new situations. When he has a feeling of

sharing in the responsibility for directing the learning of pupils and when he is encouraged to try out his ideas he has the thrill of creativity.

The final week of the seminar is exciting when students enthusiastically report to each other their successes and failures and their acceptance or rejection of some principles they had been taught.

The Quality of Intelligent Selectivity

This quality is concerned with freedom or, rather, the nature of that freedom. Of the two extreme positions in education one holds that no restraints should be placed on the students whereas the other would limit student activity to those areas which conform to some fixed and accepted values in society. In exercising freedom an individual may have a wide or a very limited area of selection. His own ability at any time determines one set of limitations. Other limitations may be placed by society operating through various institutions. Selectivity operates in every aspect of experience. Recent studies in perception suggest that we even select what we will see. Arbitrary restrictions placed by external authority limit choice to the mechanical or routine. No limitations beyond those of necessity lead to capricious choice. Intelligent selectivity occurs when it involves the consideration of practical conditions and the probable future consequences.

An educational situation fosters the quality of intelligent selectivity when:

- A. Requirements can be understood.
- B. Decisions are recognized as tentative.
- C. Preference is given to comprehensive activities.
- D. Participation in decision is encouraged.
- E. Time for thinking is allowed.¹¹

The nature of the Indiana State Teachers College program emphasizes the comprehensive activities of a teacher. The students are involved in the total life of the teacher. They also have a

¹⁰Ibid., p. 78.

¹¹Ibid., p. 90.

wide area of freedom to select those experiences they prefer. In actuality, they have to establish a level of priority for the ways they shall spend their time and energy. The judgments they make in this respect seem to correlate with their success or failure. There is considerable evidence that success in teaching or in any activity depends upon one's ability to decide wisely what things should receive his attention. When one is not free to make these decisions for himself he is not able to grow in intelligent self-direction.

Our program emphasizes general goals for student teachers but establishes minima specific requirements. We encourage our supervising teachers to help the student teachers build their own program of experiences.

Providing time for thinking does not guarantee that it will be done. We seem to avoid thinking so long as there is anything else which can be done. Perhaps our educational system has over-emphasized the search for information to the point that learners mistake it for thinking. For the past ten years we have been trying to get students to think about their experiences while teaching. We have searched for activities that will encourage this. Two devices have proven useful in enough cases that we have adopted them as standard procedure. Of course, the results have been of uneven value and in some cases disappointing. During the seminar we attempt to acquaint students with Dewey's analysis of the complete experience.¹² We emphasize the importance of thinking about experience by reconstructing the experience and asking what would have happened under different conditions.¹³ With this background student teachers are required to keep a notebook in which they attempt to interpret their experiences by writing down what they think about

them. One of the weaknesses of this device is the infrequency of contacts between us and the students when we can discuss their observations. However, the notebooks do serve as a point of discussion with the supervising teacher and they are always used during the final week of evaluations.

The other device used to focus the students' thinking about teaching is an assignment to observe a series of classes and turn in a report and analysis of their observations.

Finally, we continually emphasize the fact that student teachers are largely responsible for their own growth. We do make a special effort to place them in good learning situations. We attempt to see that they will have adequate time to devote to learning, doing and thinking about their experience by arbitrarily restricting the amount of unrelated activities such as employment, college activities and extra classes.

The Quality of Integrative Unity

When we recognize that experience itself is unitary, thinking, feeling and acting may be separated for purposes of discussion but they are inseparable in life. Personality is integrated to the same extent as the experiences of which it is the cumulative effect. Every experience which is pervaded with integrative unity has its distinguishable intellectual, aesthetic and practical phases. An experience will reflect the quality of integrative unity when:

- A. Variety is evident.
- B. Materials are functional.
- C. Activities are sequential.
- D. Experiences are purposeful.¹⁴

One of the chief values of the professional quarter is that of functionality. The special methods course assumes immediate value and urgency because students are alert to the forthcoming need for teaching skills. While it is undoubtedly true that three weeks devoted to a methods course leaves much to be desired, most of our departmental

supervisors feel that this arrangement is superior to any other simply because it is functional. Methods courses without this type of motivation are notoriously dull and unappreciated.

While we attempt to make the discussions and activities of the seminar purposeful it is evident that we fail with many students. College students seem to object to buying a book, or even reading, if they are not going to be tested on its contents. The idea that a book on teaching might be valuable to have and to read while teaching seems strange. As we stated above, some students fail to understand the purposes of group activities while others seem to arise to the opportunities to participate in decision making.

We do encourage students to give us their honest reaction to the professional quarter. They are without exception loud in their praise of the actual teaching experience. They have mixed valuations of their various special methods courses. And in general they are critical of the seminar. While we are constantly changing the seminar we are convinced that it contributes in ways not apparent to some students to the success of the eight weeks' teaching experience. Not infrequently our graduates will return and confide in us that now after a year of teaching they are beginning to understand what kind of a learning situation we were trying to provide in the seminar. We do think the professional quarter at Indiana State Teachers College possesses the quality of integrative unity.

The professional quarter at Indiana State Teachers College is in a constant state of flux. We are sure that our program provides more than knowledge, more than understanding and more than theories and principles. It provides situations in which prospective teachers can have high quality learning experiences. The analysis of the six qualities of experience provided by **Qualities of Experience for Prospective Teachers** will be helpful in the continuing process of reconstruction.

¹²Dewey, John, *Experience and Education*. (New York: The Macmillan Co., 1938).

¹³For a discussion of this point see AACTE, *Qualities of Experiences for Prospective Teachers*, op. cit., pp. 183-185 and pp. 216-218.

¹⁴*Ibid*, p. 108.

An Educational Theatre Tour

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Professor of Speech and Director of Dramatics
Indiana State Teachers College
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Indiana State Teachers College holds the unique position of being the originator of the unusual contemporary theatre course trip to New York. The idea

has been followed in a less extensive way by some other college theatres all over the country.

The value of reading drama is not to

be underestimated, but plays are written primarily to be seen. There is a definite need for the college student of theatre to widen his dramatic horizon and include with his non-professional activity a participation if possible in the theatre world of the professional, the entertainment business apart from the campus. He needs to augment his background of theatre study and activity with actual observation of the commercial theatre and its craftsmen.



Pictures left to right: Norris Houghton, Director of the Phoenix Theater and Chairman of the Commission on Drama of the National Council of the Churches of Christ in the United States; Herb Shriner, the noted Hoosier humorist, and Miss Mary McBeth, Professor of English at ISTC and member of the tour; Contemporary Theatre Course students visit a costume fabric house.

THE 1957 CONTEMPORARY THEATRE COURSE

INDIANA STATE

Tentative Schedule

Dr. and Mrs. R. W. Masters, Directors

TERRE HAUTE, IND.

MORNING	MONDAY AUGUST 26	TUESDAY AUGUST 27	WEDNESDAY AUGUST 28	THURSDAY AUGUST 29	FRIDAY AUGUST 30	SATURDAY AUGUST 31	SUNDAY SEPTEMBER 1
	1:45 (EDST) Arrive Grand Central Station Check in at Piccadilly Hotel 227 W. 45th Street	10:00 Century Lighting Co. Stanley McCandless 521 W. 43rd St.	10:00 Brooks Costume Co. Harold Blumberg 3 West 61st St. (at Columbus circle)	10:30 N. Y. Public Library Theatre Collection, William Matthews or 10:30 NBC Scenic Design Studios 45 W. 18th St. C. Siegelbauer	OPEN Sightseeing Shopping	OPEN Sightseeing Shopping	RELAX Go to church Worship

TWELVE NOON DAILY — LUNCHEON IN GEORGIAN ROOM — HOTEL PICCADILLY —Hoosier Day

AFTERNOON	4:00 Dazian's Fabrics 142 W. 44th St.	2:30 Cinerama Seven Wonders of the World Warner Theatre Broadway and 47th Street	2:30 Bells Are Ringing Shubert Theatre 225 W. 44th St.	2:30 NBC Radio-TV Tour of Rockefeller Center Between 5th-6th Ave. on 50th St. 4:15 Radio City Music Hall Production Silk Stockings and Rockettes	2:30 Samuel French Play Publishers 25 W. 45th Street Abbott Van Nostrand 4:00 Players Club 16 Gramercy Park (Men only)	2:30 Happy Hunting Majestic Theatre 245 W. 44th Street 4:15 Radio City Music Hall Production Silk Stockings and Rockettes	Check out of hotel 4:00 EDST Meet at Grand Central "Under the clock" for early boarding 4:30 EDST Train departs for T.H.
EVENING	8:30 New Girl in Town 46th Street Theatre 226 W. 46th Street Backstage visit Fred Herbert	8:30 Li'l Abner St. James Theatre 246 W. 44th St.	7:30 Long Day's Journey Into Night Helen Hayes Theatre 206 W. 46th Street	8:30 Visit to a Planet Booth Theatre 222 W. 45th Street Backstage visit Pat Chandler	8:30 Tunnel of Love Royale Theatre 242 W. 45th Street	8:30 Three Penny Opera Theatre De Lys 121 Christopher Street (Greenwich Village)	Monday, September 2 10:42 CDST Arrive Terre Haute

**THE 1957 CONTEMPORARY THEATRE COURSE
SPEECH 174, and 474
ASSIGNMENT SHEET**

Each student who is enrolled for credit in Contemporary Theatre should confer with Dr. R. W. Masters in regard to the term paper required for this course. This paper is due anytime before December 6, 1957.

MATERIALS REQUIRED:

1. A small notebook, preferably one you can easily carry in your pocket.
2. A good pair of opera glasses or binoculars (with carrying case, if possible). Rent, borrow, or buy these if you do not already own them.

BEFORE AUGUST 25, 1957

1. From whatever source you find available, learn all you can about the plays, the authors, and technicians connected with the productions you will attend.
2. Read the current issues of **The New Yorker** and **Theatre Arts**, giving particular attention to the current theatre offerings in New York.
3. Read the Theatre Section of the New York Times of Sunday, August 18, 1957.
4. On the train you will be given a copy of **The New York Visitor**. As we travel, study the map of the island of Manhattan. Make yourself familiar with the Times Square area and note which way the streets and avenues run so that you will be able to find your way around easily.
5. Make a list of five intelligent questions for each place we visit. Students enrolled for credit are expected to follow the complete schedule unless excused. Some places we will visit can accommodate only those earning credit. Others are invited to go to any of the places where a greater number can be effectively handled.
6. Be prepared to ask questions of our luncheon guests should they express a willingness to answer them. DO NOT BE WITHOUT QUESTIONS.

SPECIAL NOTE TO STUDENTS ENROLLED FOR GRADUATE CREDIT — SPEECH 575:

In addition to fulfilling the assignment made for students enrolled for undergraduate credit (Speech 174 and 474) before August 21, 1957, you will please submit carefully organized notes, recording all pertinent data which you have been able to find concerning each production we will see. This information may fall into the following categories.

- a. Author (Biography, other works, etc.)
- b. Stars (Biography, other roles, etc.)
- c. Directors (Biography, other productions, etc.)
- d. What the show is about (Statement of theme, outline of general plot situation.)
- e. Special technical effects.

Include all sources of information. Use as many different sources as you can find. During our week in New York confer with Dr. Masters concerning research on your paper.

Such an experience is offered through the Contemporary Theatre Course trip to New York City, the heart of the professional theatre, each fall when students, teachers, directors, and citizens interested in theatre go for an eight day study of theatre "on the spot." Both graduate and undergraduate credit is offered the students for this intensive week of drama study. The graduate credit enrollees are required to do a detailed research-type paper and all are required to report for the daily sessions which include visits with lectures. Visits backstage after performances are arranged and the students hear the stage manager discuss and explain the technical aspects of the production. The group meets at such points of interest as costume houses, lighting studios, stage fabric houses, the Theatre Collection of the New York Public Library where they receive first hand information on all phases of theatre production.

One of the outstanding educational and dramatic features of the week's trip is the daily luncheon meeting of the group at which stars of the productions and craftsmen representing every phase of show business meet and talk about theatre. Here the group receives the full cooperation and blessing of American National Theatre and Academy, the only theatre organization chartered by Congress, which works hand in hand with the professional and non-professional theatres. These celebrities are as interested in the non-professional



Pictures left to right: Florence Henderson and Tony Randall, stars of radio, television, movies, and the stage; Stuart Vaughn, an alumnus of Indiana State Teachers College, most noted young director in the American Theatre today, especially acclaimed for his direction of plays by Shakespeare and Sean O'Casey; Karl Malden, a Hoosier star of the stage and screen, also a motion picture director.

work of these students and teachers as they are in the Broadway field. There is a general exchange of ideas. There may be a talk on playwriting by a famous playwright, a stage manager explains his duties, a press agent tells the workings of his office, a producer tells how a Broadway play gets into production, a director compares his professional problems with those of the college theatre, and a new young Broadway actor may tell how he got his start and advise the visiting students on "trying Broadway."

To meet the daily schedule on the trip

is a Herculean test of stamina. The outline of activities given to the students of the 1957 Contemporary Theatre Course illustrates this.

Copious notes must be taken at every session through the day and the student must be prepared to ask intelligent questions on the phase of theatre which is being observed. In advance of the trip, with all the routine material concerning reservations, daily schedule, and detailed instructions, the student received the assignment sheet.

As a result of this week of theatre

on Broadway, the student gains a complete knowledge of at least eight full-length plays of the American theatre; he learns to understand the complicated workings of all phases of the technical professional theatre, and best of all he meets and learns "face to face" many of the outstanding artists of stage, screen, and television. After the strenuous week is over, a maturation process seems to begin. For many months the student recognizes and absorbs more knowledge of theatre, all made possible by the background gained on his Contemporary Theatre Course trip.

Guidance Services in the Public Schools

HELEN EDERLE

Associate Professor of Education
Indiana State Teachers College
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Since World War II, much emphasis has been placed upon the basic philosophy and procedures involved in the guidance services at all levels in public education in the United States. The sputniks have given such services a tremendous impetus in the last three months. We will see more school systems using basic guidance procedures at all levels in the near future. Screening of pupils for mathematical and scientific aptitudes will focus attention upon individual differences, all types of aptitudes, and the need to help each pupil to help himself to develop his potential to the maximum. Testing programs will necessitate counseling services, improved educational-vocational information, and the use of more and better scholarship opportunities by young men and women at the secondary level.

The Guidance Concept. It is not easy to define the concept of guidance in a brief, clear-cut statement. It is not easy to separate it from the entire educational program since it is inextricably linked with good teaching and comprehensive educational services. However, the additional emphasis upon the need for more understanding of each individual pupil is now about fifty years

old. The first additional guidance services beyond those met by the classroom teacher were in the area of vocational placement. Therefore, the school took on more and more responsibility for occupational information, guidance, and placement.

After devoting years to careful study and research in this aspect of education, Dr. Arthur E. Traxler defines guidance in these words:

Ideally conceived, guidance enables each individual to understand his abilities, interests, and personality traits, to develop them as well as possible, to relate them to his life goals, and finally to reach a state of complete and mature self-guidance as a desirable citizen in a democratic social order. Guidance is thus vitally related to every aspect of the school: the curriculum, the methods of instruction, disciplinary procedures, attendance, problems of scheduling, the extracurriculum, the health and physical fitness program, and home and community relations. This, of course, implies the closest kind of cooperation between guidance functionaries and all other members of the staff.¹

Needs of Society in Relation to the Guidance Services. Today, society is complex and, at times, quite confusing. Boys and girls need help in making plans for their futures. Democracy is clearly aligned against communism. Each person is important in the national defense and the preservation of the democratic ideology. Manpower and woman-power are our greatest national resources. The schools must assist the home and community in improving the distribution and the adjustment of boys and girls into a complicated society marked by these characteristics and needs:

1. A technological system of production and distribution.
2. The need to teach young people right from wrong.
3. The need for mental health therapy in the early stages of maladjustment.
4. All the children of all the people go to school longer than ever before in the history of America. Many are non-academic in their potentialities. Broader curricula and counseling are imperative.
5. The first duty of the school is to know its pupils as individuals. In

¹Traxler, Arthur E. *Techniques of Guidance*, Revised Edition (New York: Harper and Brothers, 1957), p. 2.

a democracy, every individual has uniqueness, dignity, and worth. Educational measurement has evolved and perfected tools and procedures for determining the potentialities, the aptitudes, the interests, the personality and mental health adjustment or maladjustment of individuals. These tools are varied, functional, valid, and reliable.

6. The influence of Carl R. Rogers on counseling procedures is not yet clear. Nevertheless, his non-directive philosophy and procedures in counseling emphasize a democratic, developmental type of procedure which aids the individual to achieve self-guidance in the end.

Opportunities for Young People Today.

Since one of the most important functions of guidance is to help bring about better distribution of young people to the offerings of the school, to the opportunities for higher education, and to vocations, counselors need to become familiar with educational-vocational opportunities for young people and to acquaint them with these opportunities. In addition, they need to know the aptitudes, interests, achievements, and personal qualities of individual pupils and to help the pupils understand the meaning of test data and other information concerning themselves. Last of all, there needs to be developed a continuous program of individual counseling and group instruction which will lead young people to discover and recognize the opportunities suited to their potentialities.

There is no lack of splendid, up-to-the-minute, practical educational-occupational information materials for young people and their parents. A recent text included more than one hundred references. The tragedy, however, is that so few high schools have these materials on their library shelves available to pupils and parents. There is no lack of wonderful materials for aid in guidance in the areas of the secondary school curriculum, the extra-curricular activities, opportunities in the community, opportunities for higher education of all types, long-term vocational guidance

opportunities, and information and films about the pupil, himself, his school, and his life opportunities. Some of these materials are free and others are quite inexpensive. Even a budget of fifty dollars—the cost of a few basketballs—would yield a rich array of educational-vocational guidance materials for a school-community library for pupils, counselors, and parents.

Some Tools and Procedures for Learning About Pupils. This article does not permit even a brief description of rather standard procedures used by guidance-conscious administrators, counselors, and teachers to study pupils as individuals. More schools each year are introducing these personnel procedures: interviews and questionnaires for collecting information; appraisal and evaluation of intelligence, aptitudes, achievements, personal qualities, interests, behavior descriptions, anecdotal records, socio-metric devices, cumulative records, case studies, home visitation, teacher-parent conferences, counseling, and follow-up procedures.

Organization for Guidance Services. Patterns of organization for guidance services vary from school to school. However, the "team" concept is emerging as one adapted to the days ahead. All who work with children should be on the guidance team. All resources of the community or area should be utilized in effective guidance programs. Generalists and specialists should work together. The most important single person in the entire program is the classroom teacher who is guidance conscious and is receiving specialized help from a personnel point of view on an in-service basis.

State wide testing programs are evolving with at least 26 states now having statewide testing programs. These range in scope from elaborate programs such as those in Iowa, Ohio, New York, Tennessee, Connecticut, Minnesota, Illinois, Virginia, and Wisconsin to those that consist of little more than the recommendation of a uniform set of tests throughout the state which may be used in establishing statewide norms.

There is great need, however, to enlighten administrators, counselors, teachers, and parents about the proper uses of test data for guidance purposes. Now that the sputniks have challenged us to search for young scientists from the kindergarten on, the public schools should expand rapidly their testing and counseling services because the public is now ready for it.

Formal teacher-education programs for prospective counselors exist in 41 states according to a recent United States Department of Health, Education and Welfare Bulletin entitled "Guidance Workers, Certification Requirements, 1957." In these 41 states, thirty-four have mandatory requirements for counselors while seven are optional. Revision of certification by other states is in progress. Interest in counselor education for public school guidance services is increasing.

Cost of Guidance Services. Data are being accumulated to guide administrators in computing the costs of guidance services to cover: (1) personnel, (2) clerical services for the maintenance of records, (3) testing programs, (4) informational materials, and (5) physical facilities for counseling and related activities. The largest item of expense is usually the cost of guidance personnel.

"Costs for guidance services may approximate one per cent for the elementary level, five per cent for the secondary level, and three per cent for all levels. This does not seem too high an insurance rate for society to pay for safeguarding its educational investment."²²

Conclusion. Today, we accept the concept of individual differences and the uniqueness of every boy and girl. Each has potentialities—they are our greatest national resource. Education in a democracy requires self-understanding of one's strengths and weaknesses. Each must be helped to want to use his potentialities to the maximum both for

²²Mathewson, Robert H. **Guidance Policy and Practices**, Revised Edition (Harper and Brothers, 1955) p. 72.

himself and society. Guidance does not mean regimentation for the state or government as in Russia. Freedom of choice remains with the individual. However, with all teachers and all guidance specialists working as a team, young men and women should choose vocations wisely and should work up to capacity. Above all, we hope they will find not only a way to go to the moon but to

bring about "peace on earth, good will to men." Naturally, we will need to plan for such services.

Budgets for education will need to be higher in the future. Perhaps, guidance services as a part of a comprehensive educational program will cost society less than institutional care is costing society at the present. At least, more communities will test the use of the

basic guidance philosophy and procedures in the future. The National Merit Scholarship Foundation was originated before the sputniks went up. New frontiers in space will challenge the young scientists. However, we believe there are many frontiers to challenge young America. We also believe there are many young Americans with the potentialities to meet these challenges.

The Sixth Year in Professional Education

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One of the most significant trends in professional education today is the extension of the graduate program to include a year of study beyond the master's degree. This trend is part of a larger movement, of the present century, to raise the educational requirements for teachers and school administrators. At the turn of the century a teacher who had completed two years of college work was considered to be well prepared to teach all subjects in the public schools. An administrator with a bachelor's degree was issued a blanket license which authorized him to serve in any type of administrative capacity. Gradually the educational qualifications were raised to the point where teachers were expected to hold a bachelor's or master's degree and administrators needed at least a master's degree. Today the sixth year of study is a requirement for many top-level school positions, and some teachers and administrators hold the doctorate.

The movement to raise educational requirements for school personnel is typical of what is happening in nearly every professional field. America rapidly is becoming a nation of specialists, and educators have felt the need to keep pace with this development. It is essential that the teacher education curricula in the various colleges and universities be geared to this expanding and chang-

ing demand. As sixth-year programs are established it will be most important that they provide meaningful and stimulating experiences for those who wish to improve their professional qualifications.

Status of Sixth-Year Programs

The sixth-year movement is a relatively recent one. Bemis, in obtaining questionnaire responses from 114 of 120 institutions offering a master's degree in professional education, found that of 46 sixth year programs 30 had been organized since 1950.¹ However, Bemis concluded that the sixth-year movement was a very important development in teacher education. He concluded that:

The sixth-year program fulfills a need in graduate education and is here to stay. Its rapid growth during the past few years, together with the relatively large number of additional schools now considering adoption of the program, marks the movement as unusual in terms of the rapidity with which it is gaining official recognition. Few innovations in education have been accepted as rapidly. Several states have already incorporated the program in their certification standards, and it is finding an accepted place in salary schedules.

¹Maynard Bemis, "Status of the Sixth-Year Program in Professional Education," *College and University*, XXXI (Winter, 1956), 213.

Only an occasional weakness, which does not seem to be inherent in the program, is pointed out. Almost none of those who work with the program would like to see it dropped.²

A more recent study of sixth-year programs was made by Koenker, in cooperation with the American Association of Colleges for Teacher Education.³ Koenker sent questionnaires to 86 colleges and universities which were thought to be offering sixth-year work. Forty-eight of these institutions were found to have an organized program leading to a degree, diploma, or some type of certificate. Only seven of these programs were in operation before 1950. Koenker found that 545 sixth-year degrees or certificates were awarded during the school year 1955-56. The purposes of these programs were identified as follows:

1. To provide the student with the additional specialized education needed beyond the master's degree for the following school positions: superintendent, principal, supervisor, counselor, subject matter consultant, and other specialized personnel.

(Continued on Page 79)

²Ibid., p. 219.

³Robert H. Koenker, "Sixth-Year Graduate Programs in Teacher Education," (Muncie, Indiana: Ball State Teachers College, 1957), pp. 1-81. (Mimeoographed.)

College and Public School Cooperation in Providing Meaningful Student Teaching Experiences

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Experiences in student teaching should encourage the prospective teacher to synthesize and interpret what he has learned and to formulate his own educational philosophy. The student should be encouraged to test his theories and to discover procedures which are effective in bringing about desirable changes in the children with whom he works. Achievement of these desirable objectives is facilitated when the student teacher has close association with individuals who work directly with children and who have been successful in their work in the public schools.

It is the purpose of this article to describe briefly how college and public school personnel have worked together to make it possible for elementary student teachers at Indiana State Teachers College to have many worthwhile experiences.

At this institution the student engages in student teaching during the entire day for one full term of twelve weeks except that each Monday afternoon is spent in a student teaching seminar.¹ This plan for student teaching provides numerous opportunities for direct experiences. However, those who administer the student teaching program believe that by careful planning and cooperation more and better experiences are provided. Four procedures which encourage on-campus and off-

campus cooperation of in-service personnel will be discussed. They are: visitation day for prospective student teachers, the seminar for student teachers, group conferences for supervising teachers, and the elementary student teaching council.

Visitation Day for Prospective Student Teachers

During the fifth or sixth week of the term prior to the one in which student teaching is to be done the student makes application for student teaching and has an interview with a staff member of the Division of Teaching. This division administers the student teaching program at Indiana State Teachers College. As soon as his placement is determined the student teacher and his supervising teacher are notified and both are sent appropriate helpful information. During the tenth or eleventh week of the term the student is excused from college classes to spend an entire day in the school where he will be working as a student teacher. He is instructed to go to the office of the principal upon arriving at the building. The principal is informed of the student teacher's coming and sent a list of suggestions designed to aid him in orienting the student. What is done varies from school to school, but it is customary for the principal to introduce the student teacher to the professional family of which he is to become a member, to acquaint him with the school plant, and with pertinent aspects of the program and philosophy of the school. This contact with the principal and other members of the staff does much to make the teacher feel at home and to help him obtain an overview of the school. The remainder of the day is spent in the

room where he will be working during the following term.

The Seminar for Elementary Student Teachers

The following have been stated as the chief purposes of the seminar:

1. To aid the student in making his student teaching experiences meaningful and valuable to him.
2. To enable the student to view classroom teaching in a broader perspective because of his work as a student teacher.
3. To show the relationship of, and study further, the problems pertinent to the work of the teacher in the schools of today.
4. To provide channels of communication among student teachers, the college, supervising teachers, and other supervisory and administrative personnel.

The work of the seminar varies from term to term because it is based upon the needs of the particular group. However, experience has demonstrated that the above objectives can be more nearly realized when in-service personnel join with student teachers during the seminar in considering topics, problems, and issues that relate to the work of student teachers and teachers in service. How this is done will be illustrated by presenting a list of topics considered during eight of the twelve meetings of the seminar during a recent term and the in-service personnel who met with student teachers in dealing with these topics.

1. Planning: What Is the Importance of Planning? What is Good Planning?—

¹For a more complete description of this program see the following by the author of this article, "Professional Laboratory Experiences for Students in Elementary Education at Indiana State Teachers College," *Teachers College Journal* 21:118-20, May-June, 1950, and, *Student Teaching Guide for Use of Student Teachers and Supervising Teachers in the Elementary School*, Indiana State Teachers College, 1957.

- Two elementary supervising teachers.
2. What Are the Teacher's Community Relationships and Responsibilities? An elementary principal known for her excellent school-community relationships.
 3. What Kinds of Individual Differences in Children Do Good Teachers Recognize? How Do We Meet Them?— Two elementary supervising teachers.
 4. How Can Teachers Become Responsible and Effective Members of the Teaching Profession?— The Director of Professional Relations of the State Teachers Association, an elementary principal recognized as a leader in the profession.
 5. Desirable Behavior (of Children): What Is It? How Is It Developed?— Two elementary supervising teachers.
 6. What Are Sound Policies and Procedures Relating to Evaluation, Reporting, and Progress Through the School?— Two elementary supervising teachers.
 7. What Are the Important Aspects of "Getting Started on the Job"?— An elementary supervising teacher, and an elementary principal who is skillful in helping first year teachers get started.
 8. What Important Legal Aspects of Teaching Should the Beginning Teacher Know?— An elementary supervising teacher.

This is a list of topics and resource people for a specific term. At other times different topics and other in-service resource people with varying types of background have been utilized.

Procedures employed in the utilization of resource people vary greatly. However, in no instance do the resource people lecture to members of the seminar. Each of the eight topics or areas considered is presented by a group of student teachers who choose to study that topic. They are free to determine the type of presentation they believe

most effective. The resource person is asked to join with the group and participate in the presentation. In each case questions and contributions by all members of the seminar are encouraged.

Space does not permit a detailed discussion of the value of this close contact with in-service educators. However, student teachers, the in-service educators, supervising teachers, and those in charge of the seminar believe it is very much worthwhile.

ment did not meet while the conference was in session so that staff members could participate. Approximately sixty supervising teachers and college staff members attended.

As appears to be true with most conferences, college staff members and supervising teachers were uniformly of the opinion that both participating groups received information and stimulation which resulted in more effective operation of the student teaching program and in help to the individual student teacher.

Group Conferences for Supervising Teachers

Many of those who are involved in the student teaching program at Indiana State Teachers College are of the opinion that the interchange of ideas between college and public school educators which takes place at group conferences for supervising teachers is one of the most effective aids to the student teaching program. At the present time elementary supervising teachers are invited to participate in three group conferences each year—one each quarter. The fall and spring term conferences are held during the afternoon. The winter term conference extends through the entire day. All conferences are held on the campus and in each instance they are held during or after the middle of the term so that student teachers may take over the work of the supervising teacher while he attends the conference. The functioning of the most recent one held during the fall term of the 1957-1958 school year will illustrate how college and public school personnel work together.

The Elementary Student Teaching Council

A number of years ago the elementary student teaching council was formed to assist in coordinating and implementing the elementary student teaching program. This council of twelve members is composed of the following: Four off-campus supervising teachers, two Laboratory School supervising teachers, two off-campus elementary school principals, the principal of the Laboratory School, one representative from the Education Department, and two staff members from the Division of Teaching. The understanding of each other's problems as college and public school personnel work together in planning student teaching conferences, recommending policies, and the like, has resulted in a stronger program for student teachers.

Cooperation on the Campus

The emphasis in this article has been placed upon cooperation between college and public school educators in providing worthwhile experiences for student teachers. It should be pointed out that similar cooperation exists between staff members in the Division of Teaching and the various departments and agencies of the college. Much might be said about the values that have come to elementary student teachers and the student teaching program as a result of this close working together. That, however, must wait for later treatment.

Summary

The underlying viewpoint of this article is based on a conviction that determination of objectives and the evaluation of a teacher education program are joint responsibilities of the teacher education institution and the schools

which employ the product of the preparing institution. It is also believed that "everybody knows more than anybody."

Concrete illustrations of effort to implement these beliefs have been presented. It is the hope that the pro-

cedures described here can be improved and that new ones will be discovered and utilized as a means of providing experiences that will make possible continuous improvement in the student teaching program at Indiana State Teachers College.

The Audio-Visual Department Serves the College

RUSSELL McDUGAL

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With the great emphasis on new and more efficient teaching because of the Russian Sputnik and the great influx of young people into the schools, the use of audio-visual materials in teaching is receiving a much more prominent place in our thoughts than it did a few years ago. Children and adults alike see many examples of audio-visual materials in use through their television screens. Many a large concern at a meeting of its employees or administrative staff frequently will use a film, a filmstrip, recordings, flannelboard, or some of the other devices which we call audio-visual.

There are a number of aspects to the problem of getting the instructors in a teachers college and the students to use, accept, and put into effect all of the more efficient ways of teaching that are brought about through audio-visual means. One fundamental would be that the college have an audio-visual department with a film collection, a filmstrip collection, and a collection of machinery and equipment, a director who knows how to handle this material, and sufficient trained, skilled and unskilled helpers to put the program into effect.

Another reasonable assumption would be that the instructors in a teachers college be allowed to make full use of the audio-visual techniques and teaching. This would mean that they should have available to them, with minimum of effort, all of the films, filmstrips, tape recordings, records, overhead projectors, cameras, etc., that are necessary

for audio-visual work. These devices should be available to them at a minimum expenditure of effort on their part. Ordinarily the question of expense should not enter too seriously into deciding whether or not one of these instructors will have the audio-visual devices to use.

The school should be equal to or better than its similar counterpart in industry, religion, the air force, or some other such group. Those who are learning to teach will get their cues from the college in which they operate, so its instructors should be allowed full sway with audio-visual materials. Immediate changes will ordinarily not be effected in this field. People have to see others use these materials successfully before they themselves decide that it would be a good idea to try them.

Having a functioning audio-visual center with a director who has vision and foresight and who attempts to utilize fully his facilities and the abilities of those around him would be a fundamental starting point. He should act to bring new and different devices regularly, have previews for the teaching staff, and as much as possible keep the whole campus and faculty informed through bulletins and other forms of publicity.

The Indiana State Teachers College Audio-Visual Center has attempted to do this. Since January, 1953, when the present quarters in the Education-Social

Studies Building of the College were opened, motion picture films have been available to any professor who asked for them if such films were available for rental anywhere in the United States. No reasonable request has ever been turned down; consequently, many professors who otherwise would not have used the films have obtained them and used them in their classes.

The same procedure for the use of motion picture films has applied to the Laboratory School of the College. As a result, a great deal of good material on film has been used. An example would be the teaching films containing historical excerpts (Teaching Films Custodian) which have been used by the Social Studies Department of the Laboratory School.

Teachers in the Laboratory School of the College have had all their rooms equipped with traverse rod draw drapes, so any one of them could use projected materials requiring a dark room. College students and their education class instructor who go to Laboratory School for observation have had this example set for them of a building in which each classroom could be darkened.

Films for group showing have been obtained from time to time, such as the feature film, "CRIME AND PUNISHMENT" which was shown to an afternoon and an evening audience of people studying drama and literature.

The Spanish film, "RED RAIN", was

obtained and shown mainly to college students studying Spanish. The sound track of this film was in Spanish, and it was shown in the afternoon and in the evening.

The Teaching Materials Department of the Library has obtained films through the Audio-Visual Center (paid for by the Audio-Visual Center) which were shown in what they call their "viewing hour." In this way, through cooperative effort, many travel films and other interesting films are seen both by students and off-campus people.

The Audio-Visual Center has followed the policy of purchasing films which are used to any great extent so that, when a professor wants to use a certain film which he finds very useful, it is in our film library. Examples are the films on working of clay in art work, such as the two films on "THROWING" and "DECORATION" in the making of pottery, which are used by the Art Department.

Another example of this same kind of thing is the films on the lathe—"THE METALWORKING LATHE", etc.—which are used in the Industrial Education Department, and the films on the Gregg Shorthand System which are used by the Commerce Department.

Recently a film on the analytical balance has been purchased which is being used by the Chemistry Department to show students how to use the analytical balance in quantitative analysis courses. Teaching someone to use this analytical balance by traditional means is a very time-consuming process and one in which an instructor ordinarily has to work personally with not more than two or three students at a time. One or two showings of the film will probably produce better results with twenty students than ten hours of the instructor's time spent individually with two or three students.

Filmstrips are purchased whenever a need for them arises. The Audio-Visual Center has followed the general policy of not buying filmstrips except upon request or where it was quite certain that a filmstrip would be used in a certain

department. For instance, in education the filmstrip, "THE NEW LOOK AT THE SUPERINTENDENCY IN EDUCATION," was purchased at the request of the Education Department.

A new set of filmstrips on astronomy was purchased at the request of the Science Department, and a sound filmstrip on Christmas was purchased at the suggestion of some of the Laboratory School people. Many free filmstrips have been obtained and sent directly to the Home Economics Department on certain problems of food, clothing, and home furniture arrangement.

Many filmstrips have been purchased on school building problems, and the various filmstrips produced by the National School Boards Association have been obtained and used by the Education Department staff member who is concerned with school building problems. These filmstrips have been shown also to P.T.A. and school groups, which were considering new buildings, with considerable value.

A reasonable number of tape recorders have been obtained and kept in the Center and about the campus in strategic places. For example, the Commerce Department of the high school (Laboratory School) has a tape recorder which is used a great deal for dictation work in Gregg shorthand and typing.

A music teacher in the Laboratory School, who travels from room to room, is furnished with a record player and tape recorder regularly for taking her recording work to the classes which she visits.

Tape recordings are used to abstract speeches given by visiting professors in the assembly programs or convocation programs of the College. These recordings are easily abstracted by a typist and may be used for publication purposes.

The use of tape recorders on a limited basis in the Language Department led to the establishment of a language laboratory which is in constant use.

In some cases the staff of the Audio-Visual Center serve as consultants. They may help the Music Department to pick

out the right tape recorders or determine the right speed for their work. They may recommend to the Commerce Department that they get tape players rather than recorders because their purpose is mainly that of playing tapes rather than recording them. The tape player is not as complicated and it is more reasonable in price than the recorder.

Another facet of the whole process that shows up from time to time is that instructors or students purchase tape recorders, record players, cameras, slide projectors, etc., to use at their homes. Eventually some of these materials show up in the school work that these people do. For instance, a reasonable number of the people on campus have purchased 8 mm movie cameras and are becoming fans. A larger number have obtained cameras and are now making 2" x 2" slides. Of course, most of these pictures will be of their family, friends, and trips, but occasionally some will be taken of trips around the world or field trips to points of interest, etc., that will actually get into the teaching end of the situation.

Portable bulletin boards have been purchased from a lumber company at a very low price—simply 4' x 4' pieces of Celotex. Prefinished pieces of Celotex have been purchased from a lumber company with a piece of wood around them as a frame. This wood was sanded, shellaced, and varnished and then two screw eyes were put in so that the bulletin boards could be hung. These have made very useful bulletin boards. Tripods were made from pieces of aluminum tubing by the simple process of drilling holes and binding three pieces of tubing together at the top with one bolt and then putting chains between the pieces of aluminum tubing toward the bottom. By putting a bolt through the two uprights so that the bulletin board could be held up on two bolts, the three pieces act as a tripod. These bulletin boards, easily available as they are, have been used by several classes for exhibition of their work. A fair number of these bulletin boards have been placed on permanent location with the

instructors who have used them in class. There is not much use studying and talking to students about making bulletin boards if they do not have a piece of material to make up as a bulletin board—a piece which is easily available and which is reasonable in price.

Slides of 2" x 2" size taken with a candid camera such as the Argus, Eastman Pony, or Exakta have become rather extensively used in the Audio-Visual Center of Indiana State Teachers College. Such slides have been made of homecoming activities. Slides of bulletin boards around the campus have been made by various A-V classes.

Some of these 2" x 2" slides have been used in a device which projects the pictures onto a translucent screen so that they may be seen in a lighted room. Projectors are available which will change these slides automatically, and an exhibit can be set up of a number of slides and then shown automatically hour after hour. These can be used for their public relations value in

a place where many people gather. One set was taken to the State Fair by the group exhibiting for Indiana State Teachers College. Another group has been used at local meetings to depict the new buildings on the campus.

To make motion picture films is more complicated than most of the other means of doing things audio-visually. To make a motion picture film production takes a great deal of time and a fairly good sized crew and, if done well, quite a bit of know-how. Motion pictures have been made of the safety patrol in the Laboratory School. This film is finished now and a sound track will be put on it. The film can then be used to show to parent groups and to discuss safety patrol with other students. This is an eighteen-minute film on a school safety patrol and how it operates. It will be available for loan to outside groups who are interested in it.

The use of audio-visual materials by the Physical Education Department is

interesting. Loop films—films of a continuous loop about eight or ten feet long—are produced on swimming, wrestling, trampolining, and other such things. These films can be put on a sound projector and run over and over, so that a student may sit and watch someone do a swan dive off a diving board time after time.

Filmstrips and records on the Split "T" Formation have been used a great deal and are very popular with the football coaches. Motion pictures have been made of the games. We have been lucky enough so far to have a person indirectly connected with the department who was willing and anxious to spend his time and some money and use his equipment to take pictures of football and basketball games. This type of thing could be very expensive and time-consuming.

The homecoming each fall is photographed and movies and still slides are available to alumni groups, etc., and they are very well received.

The Sixth Year

(Continued from Page 74)

2. To prepare more effective and competent classroom teachers.
3. To offer a program for those educational workers who need education beyond the master's degree but not at the doctorate level.
4. To give the student a greater depth of professional and academic training not possible at the master's level.⁴

Standards for the Sixth-Year Program

On the basis of the data presented in the Bemis and Koenker reports it is evident that the sixth-year movement is gaining rapidly in popularity. At this initial stage high standards must be established for sixth-year work. Some of the following standards would seem to be especially appropriate.

1. Admission to Candidacy for an Advanced Degree Should Be Limited to Professionally Competent Students. Be-

cause of pressure from many sources teacher education institutions have granted master's degrees to many students who have had mediocre ability. This situation was called to our attention recently by Grinnell, who maintained that democratization of education is a poor excuse for granting advanced degrees to meagerly endowed persons.⁵ This situation must be avoided at the sixth-year level. Competent candidates should be identified through examination results, high grade averages, and recommendations from their instructors and employers. Upon reviewing all of these factors, the decision concerning admission to candidacy should be made by the student's special committee.

2. The Student Should Be Directed by a Special Committee. This committee should meet with the student frequently to discuss the progress of his advanced study and to plan his curriculum. It should direct his research study, in-

cluding the supervision of projects done in the field. At the completion of the program, the committee should examine the student and decide whether or not he should be awarded an advanced degree.

3. Most of the Courses Offered for Sixth-Year Students Should Be at the Advanced Graduate Level. It would be a mistake to allow advanced students to complete their requirements by taking only courses established for the master's degree program. Advanced courses should make up a major part of the sixth-year curriculum, and these should give the student an opportunity to solve practical field problems and to carry out action research.

4. A Variety of Curricula Should Be Provided. Advanced graduate work in teacher education was established initially for school superintendents, and this phase of the program should continue to be stressed. However, advanced curricula should be provided as well for elementary and secondary principals and supervisors, guidance workers, audio-

⁴Ibid., pp. 9-10.

⁵John E. Grinnell, "The Problem of the Mediocre Graduate Student," *Peabody Journal of Education*, XXXV (November, 1957), 131-36.

visual supervisors, school psychometrists and psychologists, and other types of administrative and supervisory positions.

5. A Practical Research Project Should Be Required. This project should be geared to the needs of the individual student, and preferably should stress action research rather than research of a traditional nature.⁶ The research report should be written in accordance with an accepted form and style and should be published if possible.

6. A Competent Faculty and Adequate Resources are Essential. Whenever an institution embarks on a program of this type it should be very certain that the faculty has sufficient background

and experience to direct advanced work. Faculty loads will need to be reduced whenever the burden of committee work and project supervision warrants it. It is especially important that adequate library, laboratory and other resources and facilities be made available.

pervisors, School Psychometrists and Psychologists, and Audio-Visual Supervisors. Forty-eight quarter hours of work above the master's degree, including a research or field project, will be required for this degree.

In establishing this new program the Graduate Committee has attempted to follow the suggestions presented in the Bemis and Koenker reports, and to meet the standards presented above. We are fully aware of our responsibility as we embark on such an important program. We must recognize that its success will depend in large part upon the support which we receive from alumni, school officials throughout Indiana, and the students who enroll for admission to the program at its inception. Through such cooperation we anticipate an effective and practical program for both teachers and administrators.

⁶For a discussion of action vs. traditional research see Stephen F. Corey, *Action Research to Improve School Practices* (New York: Teachers College, Columbia University, 1953), pp. 1-18.

Proposed Sixth-Year Program at Indiana State Teachers College⁷

Indiana State Teachers College has announced a program leading to the Advanced Degree in Education. The program will be initiated in the Summer Term, 1958. Curricula will be available for School Superintendents, Elementary and Secondary Principals, Guidance Supervisors, Elementary and Secondary Su-

⁷Persons desiring a statement concerning this program should write to the Office of Graduate Studies, Indiana State Teachers College, Terre Haute, Indiana.

Book Review

An Introduction to the Philosophy of Education. By D. J. O'Connor. New York: Philosophical Library, 1957, pp. 148 + vii. \$3.75.

The author of this book is a professor of philosophy at the University of Liverpool. He tries to show in an elementary way the most obvious points of contact between philosophy and educational theory. He also attempts to develop certain philosophical questions in such a way as to "provide a simple introduction to philosophical thinking for those students of education in universities and training

colleges who would otherwise have no formal contact with philosophy." The viewpoint of the book is that of contemporary "philosophical analysis."

The book shows some of the ways in which a critical habit of mind may help one to clarify his thinking, especially about educational problems. Special attention is given to how judgments of value, and in particular of moral value, may be criticized and clarified. Then what might be called the logic of explanation is considered. This is an examination of the nature of theories, especially educational theories. One chapter treats a set of basic questions concerning the nature of religion.

The difficult and controversial question of the nature of philosophical in-

quiry is discussed, on the theory that we cannot be clear about questions in the philosophy of education until we get our minds clear concerning the nature of philosophy itself.

Only those topics are discussed which seem to be directly relevant to educational theory or practice, and they are treated in an elementary way that does not presuppose any knowledge of philosophy. Rather full bibliographical notes are included. The book should be helpful to students who wish to learn how to do more critical thinking about current educational problems.

Byron L. Westfall
Professor of Education
Indiana State Teachers College

Announcing . . .

New Sixth Year Program

LEADING TO THE

ADVANCED DEGREE IN EDUCATION

A new graduate program leading to the Advanced Degree in Education has been established at Indiana State Teachers College for persons desiring to prepare for administrative and supervisory positions in the elementary and secondary schools. A year of study beyond the master's degree, including the completion of a field or research project, is required for this degree. The new program will be started with the 1958 Summer Sessions. The following curricula are available for this program:

- EDUCATIONAL ADMINISTRATORS—
ELEMENTARY PRINCIPAL, SCHOOL SUPERINTENDENT, SECONDARY PRINCIPAL
- EDUCATIONAL SPECIALISTS—
AUDIO-VISUAL SUPERVISOR, SCHOOL PSYCHOLOGIST, SCHOOL PSYCHOMETRIST
- EDUCATIONAL SUPERVISORS—
ELEMENTARY SUPERVISOR, SECONDARY SUPERVISOR

Details concerning admission to the program, admission for candidacy to the degree, and degree requirements may be obtained by writing to the OFFICE OF GRADUATE STUDIES.

INDIANA STATE TEACHERS COLLEGE
TERRE HAUTE, INDIANA

INDIANA STATE TEACHERS COLLEGE

Offers Summer Workshops - Short Courses

First Summer Session

- Workshop in Elementary Art Education, June 16-27
- Workshop in Business Education, June 16 - July 2
- Nutrition—Family Living in Elementary School (Home Economics), July 2-17
- Curriculum Development in Consumer Education, June 17 - July 1
- Seminar in Child Development (Home Economics), July 2-17
- Elementary Woodwind Technic (Music), June 16-28
- Elementary Brass Technic (Music), June 16-28
- Problems in Elementary Music, June 16-28
- Orchestral Materials, June 16-28
- Woodwind Ensembles, July 7-18
- Choral Materials, July 7-18
- Brass Solos, July 7-18
- Principles and Techniques of Supervising Student Teachers, June 16 - July 18
- Radio Workshops (2), June 16 - July 18
- Advanced Radio Workshops, June 16 - July 18
- Teaching the Language Arts, June 16-27 (Permit teachers only)
- Workshop in Elementary Education, July 7-18
- Workshop in Citizenship Education, June 16-27
- Guidance Workshop on Secondary Level, June 16-27

Second Summer Session

- Band Materials, July 21 - August 2
- Seminar in Band Materials, July 21 - August 2
- Elementary Brass Technic, August 11-22
- Elementary Percussion Technic, August 11-22
- Marching Band, August 11-22
- Workshop in Audio-Visual Materials, July 21 - August 1
- School-Community Relations, July 21 - August 1
- Workshop for Principals of 12-Grade Schools, July 21 - August 1
- Workshop in Reading, July 21 - August 1
- Nurses Workshop in Teacher-Made Tests, July 28 - August 1
- Workshop for Vocational Teachers (Trade and Industry), August 18-23

Pre-Summer Workshop (Library)

Teaching Materials and Equipment Workshop, June 9-13

New York City Theatre Course

Contemporary Theatre Course—Leaves Terre Haute on August 24 for New York City and returns to Terre Haute on September 1. Enrollment limited. Group attends New York theatres, tours backstage areas, costume and fabric houses, play publishers, radio-TV studios. Cost of \$175 includes transportation, hotel, theatre tickets, and five banquets.

Regular Summer Sessions

In addition to the workshops and short courses above, a complete schedule of regular summer classes convening for five weeks is offered at each of the two 1958 Summer Sessions.

FIRST SUMMER SESSION — JUNE 16 - JULY 18

SECOND SUMMER SESSION — JULY 21 - AUGUST 22